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The Effects of a Daily Homebase Program in Middle School

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The Effects of a Daily Homebase Program in Middle School

An Action Research Report

By Bridget Waldorf

The Effects of a Daily Homebase Program in Middle School

By Bridget Waldorf

Submitted on December 18, 2014

in fulfillment of final requirements for the MAED degree

St. Catherine University

St. Paul, Minnesota

Advisor_____ Date:_____

Abstract

The purpose of this action research project was to measure how a daily Homebase program affects academic achievement and school climate at the middle school level. The participants were 8th grade students in a suburban middle school, along with 10 full-time middle school teachers who gave specific feedback at the beginning and end of the research period. Data was collected using a survey given to all staff, grade comparisons from last year to this year, and pre-/post-assessment surveys given to participating students and staff. Results showed that students' grades improved along with students' and teachers' perception of school climate. It appears that the daily Homebase program has been effective and should continue, since it is improving the school in multiple ways. Homebase lessons should continue to be improved upon in order to maximize the time students spend in Homebase.

Life as a young teenager can be wrought with challenges. Physical, emotional, and cognitive development combined with the increasing pressures of navigating social groups can make middle school an exciting, yet confusing, time in one's life. As students prepare in middle school to be successful in high school and beyond, their needs are numerous.

Within the past 3 decades, as more research findings suggest that the development that occurs during the pre-teen and teen years is extremely complex, educators and administrators have increased their efforts to identify and address the needs of adolescents.

The educational structure known as "the middle school model" has drastically increased in popularity since the 1970s, and came about as a possible solution to the academic achievement drop that occurs between elementary and high school age, according to Tamer (2012). *This We Believe* (Association for Middle Level Education, 2010) defines the middle school model as a structure that supports the whole child, serving students academically, socially, and emotionally, and encourages their holistic growth between elementary and high school. In order to accomplish this, many middle schools have begun to add an advisory program that addresses character building alongside academic support.

However, the popularity of the middle school model has led to some schools implementing advisory programs without being fully prepared to carry them out wholeheartedly. This results in ineffective, inefficient use of advisory time that does not lend itself to providing a caring adult for each student in the areas of academics and personal support (AMLE, 2010).

The problem being addressed through my action research project is that middle school advisory time—or “Homebase” —can sometimes ineffectively balance academic support with emotional/personal support. According to the AMLE (2010), a successful middle school advisory program must be daily, purposeful, supportive both academically and personally, and engaging. These qualities of a successful advisory – students’ academic and personal support, and the improvement of general school climate – were measured in my action research project as a daily Homebase program was implemented at my school during the fall of 2014, replacing the previous weekly Advisory program.

One problem with a once-per-week advisory program is that, in many cases, not all advisory teachers understand the value of advisory class time. The weekly advisory program takes time away from the core classes, disrupts the normal daily school schedule, and requires extra planning, prepping, and follow-up time spent by teachers during their prep hours. This is an issue at many schools; Bullard (2011) states that teachers participating in advisory programs often do not have a common or clear vision. Diverse student populations and diverse teacher personalities and backgrounds can lead to adverse issues as well. She notes that while not every good teacher is necessarily a naturally good adviser, with proper training, planning, and support from colleagues and administration, all teachers should be able to provide students with academic and personal support (2011).

Teacher training is another significant contribution to the problem of ineffective advisory programs, as McGinnis-Garner (2002) points out. Teacher

training can be time-consuming, expensive, and a barrier in gaining teacher support and enthusiasm. If teachers are not properly aware of the importance of a successful advisory program, they may be more resistant to the advisory program and the requisite time spent in mandatory training.

Cook (2004) and O'Dowd (2013) note that ineffective advisory time can be a result of inadequate time spent with small groups of students within the schedule of the school day. This has been made especially difficult as more pressure has been put upon schools to achieve high standardized test scores and prioritize overall academic achievement. Many schools have discontinued their advisory programs in favor of more classroom time in the core subject areas.

However, in spite of this increasing pressure in the core areas, my school is striving to improve all areas of academics by strengthening students' overall feelings of confidence and belonging. My administration has made it clear that while classroom time in the core subject areas is extremely important, our job as middle school educators is to support the whole child, and that we must increase the necessary time to do so with a daily advisory class (Homebase).

Through research, discussions with staff and school leadership, and taking into account the needs of our students, my school implemented a daily advisory program called Homebase beginning in the fall of 2014, increasing advisory time from 25 minutes per week to 100 minutes per week. Smith (2011) states that adequate time allocated to advisory is crucial for an advisory program's success. He submits that advisory should ideally be every day, for at least 20 minutes in order to be useful, purposeful, and engaging.

I measured the change in student achievement and perception of school climate from last year's weekly advisory program to this year's daily Homebase program. How did a daily middle school advisory program affect academic achievement and perception of school climate?

Methodology

In order to measure the effects of a daily middle school Homebase program on academic achievement and overall school climate, I used an action research methodology. Action research allows for purposeful, realistic and immediate data to be collected and used to improve the educational process. The school in which I carried out my research is in a middle-to-upper-class suburb. The school district serves over 17,000 students, and there are 1,130 students in the middle school where I work. My school serves students in the 6th through 8th grades, having transitioned to the middle school format from a 7th through 9th grade junior high school 6 years ago.

The school adopted a weekly Advisory program 3 years ago. Previous to that, the school had no specified Advisory program, although staff and administration has always been committed to student advocacy within academic courses and extracurricular activities. The staff is led by an energetic and encouraging administration, and there is an overall feeling of cohesiveness within grade level teacher teams. Teachers meet several times per week within grade level teams to discuss student concerns, school-wide initiatives, and professional development. This is my third year teaching at this school.

Although the school works each day to support students and teachers in improving academics and personal growth, administration and staff has discussed a desire to improve the school climate and to improve student advocacy. The School Improvement Plan set by staff and administration each of the past three years has contained the goal of having at least one caring adult advocate for every student.

Knowing how important student advocacy is to both my administration and my colleagues, my research aimed to measure how the goals of improving student academics and school climate might be achieved through a new daily advisory program called Homebase, as it compared to the previous weekly Advisory program.

First, I gathered existing data from students and staff about the previous weekly advisory program. I used two sources to collect data on teacher perception of the effectiveness of the weekly advisory program from the previous year (my baseline data). The first was the survey that was given to all teachers from the Association for Middle Level Education (AMLE) in the Spring of 2014. I was given the results of this survey by my administrator with permission to use it for this study. I specifically looked at the data included in the section that relates to school climate and providing an adult advocate for every student (a goal of the middle school model). This gave me a base of data regarding the overall perception of the effectiveness of daily advisory.

The second source of data I used to measure staff perception of the previous year's program was a pre-assessment survey with a Likert scale of one to

five (See Appendix A). I administered this survey during the first week of school, September 2014. Questions focused on staff perception of school climate, purpose and usefulness of the weekly advisory program from the previous year, feelings of preparedness to teach the weekly advisory program and observation of student involvement. This was administered to ten teachers who agreed to participate in the study. These teachers taught the previous weekly Advisory program and teach the daily Homebase program this year. These same participating teachers completed the post-assessment at the end of my study in order to provide data for comparison.

I also collected base data regarding the effectiveness of the previous year's weekly advisory program from 8th grade students. Students in my current 8th grade Homebase program and their parents opted-in to this study. I administered a student pre-assessment survey using a Likert scale from one to five (see Appendix B). Questions measured students' perception of school climate, and effectiveness of the weekly Advisory program from the previous year on their academic success and personal growth.

In addition to the pre-assessment student survey, I also documented the grades from the previous year of participating students who opted-in to this study from my Homebase class of twenty-two 8th graders. I recorded their first progress report grades from last academic year (Fall 2013) when a weekly Advisory program was in place. I have access to these grades through Infinite Campus, our online gradebook/student data system.

Once I gathered my base data of staff and student perception of school climate and academic achievement of last year's weekly Advisory program, the second step of my research was the actual implementation of the daily Homebase program within our school. Students meet in Homebase from 7:55-8:15 each day with the same teacher. Each month of the school year is given a theme, and each day of the week is given an objective. Mondays are academic support days, where students are instructed in organization, AVID (Achievement Via Individual Determination) strategies, and other academic support. Tuesdays are for homework help, where students may use the Homebase Pass System (a school-wide shared document) to get help from another teacher or collaborate and share ideas with classmates. Wednesdays are reading days, where students and staff are expected to read silently throughout the Homebase period, improving literacy skills which carry over to improvement in all academic areas. On Thursdays students participate in team-building and/or character-building activities that relate to the monthly theme (for example, November's theme is Gratitude). Fridays are days that extracurricular clubs may meet, or students may use this day for homework or academic help from teachers, again using the Homebase Student Pass System.

The Homebase Committee of teachers and administration have repeatedly communicated the expectations and purpose of Homebase for each day of the week, and continue to monitor the follow-through of all teachers to create a common routine throughout the school. During the first week of the daily Homebase program, emails were sent out reminding teachers of the expectations

and purpose of that day's Homebase time, in order to ensure that each moment of Homebase was being utilized to improve student achievement and overall school climate.

At the end of the six week study, I collected data from teachers and students. I did this by distributing a post-assessment survey to both teachers and students (see Appendices C and D). These questions sought to measure student perception of the effectiveness of the daily Homebase program on their academic achievement and their feelings of belonging in school, and teachers' opinions and observations of the effectiveness of Homebase on school climate. I compared these results to the pre-assessment surveys that were distributed to students and teachers at the beginning of the study.

In addition to measuring student and teacher perception of academic achievement, I also measured student achievement by comparing students' grades. Using the baseline data of students' grades from my Homebase class from the first progress report grade in Fall 2013, I compared their first progress report grades in Fall 2014. This helped to support data of the possible impact of the daily Homebase program on student achievement.

Using a variety of data sources explained above – AMLE survey results, student and teacher pre- and post- assessment surveys, and students' grades comparisons – I was able to test my hypothesis for this study. My hypothesis was that a daily Homebase program is more effective in supporting academic achievement and students' personal growth, and improving overall school climate, than the once-per-week Homebase program.

Analysis of Data

During the 2013-2014 school year, the Advisory program consisted of one 25-minute class per week. In order to analyze the staff's opinions of how that weekly program served our students' needs academically and socially/emotionally, I obtained the results of a survey given to our school by the Association for Middle Level Education. This survey was taken by 68 of 106 total staff members in May of 2014, after taking part in the Advisory program weekly for 8 months.

In analyzing the survey, special attention was paid to the data from Area 3, Characteristic 12: "Each student's academic and personal development is guided by an adult advocate" (AMLE Report 2014). Many of the questions in this section pertained to the ways Advisory/Homebase can impact a school's climate, and therefore gave me information about how last year's weekly Advisory program affected our school.

Scale: 7=Exemplary level of implementation, 5=Fully functioning level, 3=Limited implementation, 1=Little or no implementation

Blue: High Level of Implementation, Orange: Moderate Implementation, Red: Little or No Implementation

EXEMPLAR	MEAN SCORE	STANDARD DEVIATION
12b SCHOOL STAFF model trusting relationships between students and adults.	5.79	1.03
12a SCHOOL STAFF adopt an attitude of advocacy for each student.	5.62	1.22
12g STUDENTS are comfortable going to at least one adult in the school for support.	5.40	1.28
12c SCHOOL STAFF in the role of advisor serve as a primary liaison between families and the school.	4.81	1.76
12d SCHOOL STAFF utilize an advisory curriculum that reflects the culture of the school.	4.81	1.62
12f STUDENTS meet with adult advocates who serve as guides and advisors on a regular basis.	4.69	1.61
12e SCHOOL STAFF engage in ongoing professional development to fulfill their role as advisors.	4.26	1.72

Figure 1. AMLE survey given to staff in May 2014.

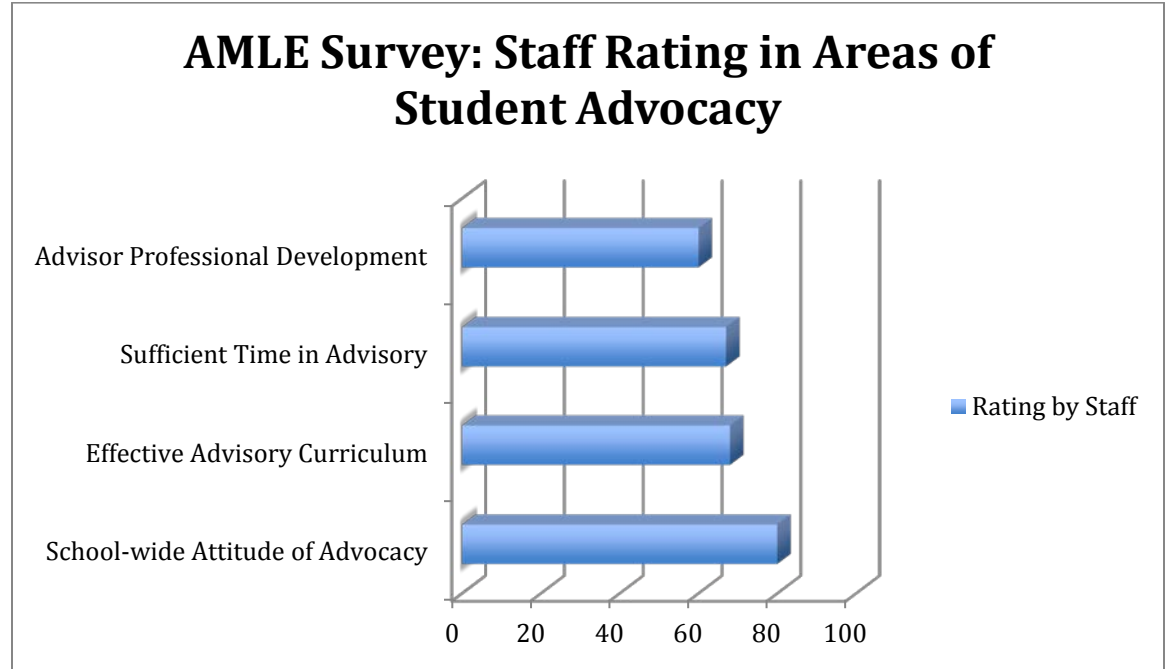


Figure 2. Specific AMLE survey questions surrounding student advocacy used in this action research project.

These results displayed an overall positive attitude of advocacy in our school. Most teachers reported in this survey that staff members model trusting relationships between students and teachers, and that our staff values the idea of advocacy for each student (characteristics 12a and 12b).

However, the scores were markedly lower when the survey measured the follow-through on specific areas of advocacy. There was only moderate implementation reported in areas 12(c-g), which pertain to the specifics of advocacy used in the advisory program.

Areas 12(d), 12(e) and 12(f) stood out to me as I began this research process. The scores reported in these sections show that although our school has adopted attitudes about advocacy that are in line with the middle school model, our practice in using an effective advisory curriculum could be improved. The

score in area 12(f) shows that most staff members felt that we could do better in meeting on a regular basis with the students for whom we are advocating.

Furthermore, the lowest score in this area pertained to the professional development needed to fulfill staff members' roles as advocates and advisors, further indicating that our advisory program needs improvement.

In order to measure the effect of a daily Homebase program on student achievement, it was necessary to collect data from students' grades during the previous year when students attended Advisory for only 25 minutes per week.

Grades were obtained from my 2014-2015 Homebase students' first progress report from 2013-2014. I chose to compare grades from the same group of students across 2 years in order to maintain continuity, although changes in curriculum, teachers, etc. from 7th to 8th grade is a variable and could be considered a limitation to this data.

Using Infinite Campus, our online student data system, I accessed the grades of my current 8th grade Homebase students' first progress report from the previous year in the core curriculum areas: Math, Science, Language Arts, and Social Studies. I used a 4.0 point scale to measure their grades in numeric form so as to average them. For example, of the 21 students with 7th grade data (one is new to our school this year so I excluded his data), 9 had an A in Math (9 x 4.0), 8 had a B (8 x 3.0), 1 had a C (1 x 2.0) and 2 had Ds (2 x 1.0). Then I added those totals and divided by 21 to find my students' average grade in Math. I used this method for each of the four core areas.

Then I accessed the grades of the same students from the 2014-2015 school year, now 8th graders who participate in the daily Homebase program. Again, I used the average of their grades in Math, Science, Language Arts, and Social Studies using a 4.0 point scale.

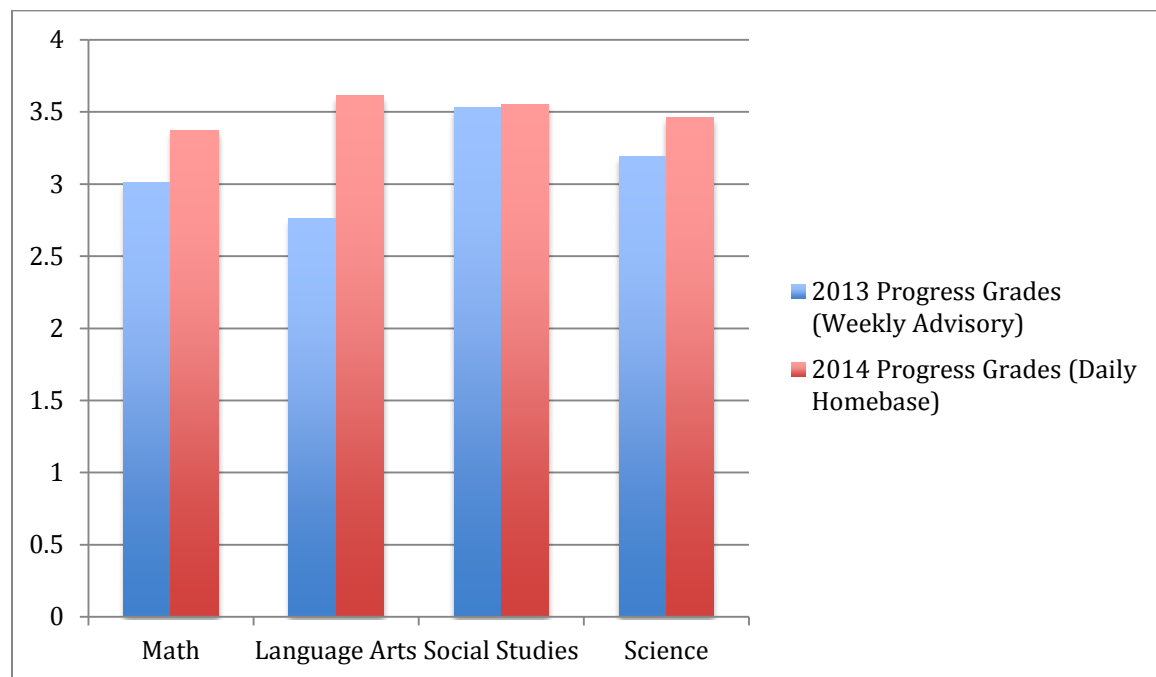


Figure 3: Student progress grades comparison from 2013 to 2014.

The comparison of students' grades from 2013 to 2014 showed that students' grades in the four core curriculum areas significantly improved: Math (+9%), Language Arts (+21.25%), Science (+6.75%), and Social Studies (+5%) for the same students between last year and this year.

This data, coupled with students' responses to the Post-Assessment Survey (see Figure 4), suggest that implementing the daily Homebase program, with its focus on academic support and strategies, has been effective in improving student achievement in these areas.

In my Homebase class, in which all students opted to participate in my study with their parents' support, I gave students a pre-assessment survey to obtain their perspective on last year's weekly Advisory program. All but one of these students (who is new to our school this year) participated in the Advisory program last year when they were in 7th grade. I wanted to find out how students felt this program had benefited them both academically and personally. The survey also aimed to measure their feelings about last year's school climate as a baseline for my data collection. I used a Likert scale in order to quantify this data (see Appendix 3.)

My findings were that many students (47.6%) answered that they found the time to be somewhat valuable socially/personally, but only a few (14.2%) found once-per-week Advisory to be effective in academically supporting them. Some students (42.8%) reported that they felt comfortable sharing concerns or questions with the group or their Advisory teacher, but only 23.8% of students surveyed felt that attending Advisory once-per-week for 25 minutes was sufficient.

It should be noted that most of these students were in different Advisory classes, and each had a different teacher. Therefore, a limitation to this data is that these students had a distinct experience in Advisory due to their teacher's level of involvement and expectations.

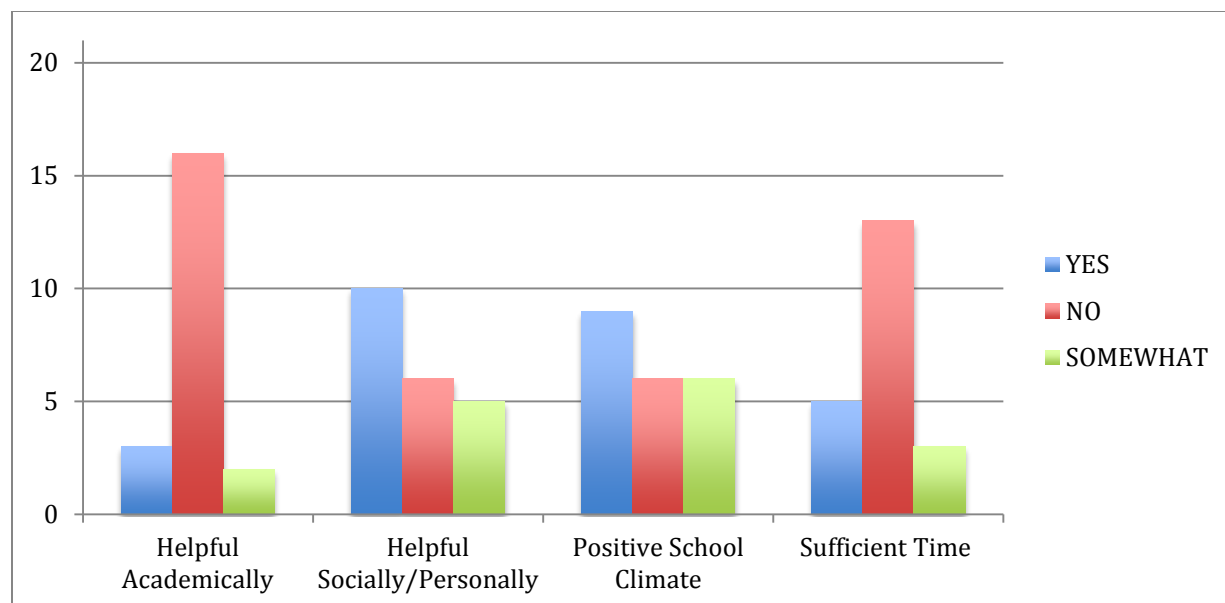


Figure 4. Student responses to pre-assessment survey on effectiveness of weekly Advisory.

In the comments section, students participating in the survey could add any further information they felt comfortable sharing. Several students wrote that the once-per-week Advisory program did not give them enough time to connect with one another or their Advisory teacher. One student commented that Advisory was “boring” and “my teacher was boring [and] we pretty much filled out forms” – indicating that in her experience, Advisory was a catch-all for administrative tasks, where fundraisers and forms were handed out and collected, and conferences were prepared for—instead of time to focus on academic strategies and character building.

However, there was a student who commented that she had connected with her Advisory class and teacher and looked forward to Advisory each week. Another commented, “I liked Advisory, my teacher was nice.” This indicates that each student’s experience with Advisory was unique since each teacher carried out Advisory very differently.

In order to establish teachers' perspectives on the effectiveness of last year's weekly Advisory program, I administered a pre-assessment survey to five teachers who had agreed to participate. Each of these teachers is currently involved in teaching the daily Homebase program, and each of these teachers was an Advisory teacher during the previous school year. At the end of the research period, these same teachers agreed to complete a post-assessment survey sharing their experience with the daily Homebase program.

The pre-assessment teacher survey used a Likert scale for participants to rate their experience with the Advisory program from last year: its benefits and drawbacks, as well as overall feelings of adequacy in the areas of academic improvement and school climate (see Appendix 2.)

All ten teachers were of the opinion that the advisory program from the 2013-2014 school year was at least somewhat helpful in that it gave teachers a chance to interact with a smaller group of students than their normal academic classes, but that it was not sufficiently effective in the content of the program. For example, one teacher wrote in the comments, "I felt very rushed [in Advisory class] each week. [I] did not connect much with students due to announcements, fundraisers, conferences, school activities, etc. to accomplish in 25 minutes. I flew through trying to make sure I hit all information because I knew I wouldn't see [this same group of students] for an entire week." Another teacher wrote, "Not enough time."

Interestingly, there was an almost even split of participating teachers who found that last year's weekly Advisory program was either effective, ineffective,

or somewhat effective both academically and socially/personally. Since each teacher had the freedom to run his or her weekly Advisory differently (some focused more on silent reading and academics, others on team-building and character building, etc.), I believe this indicates that, just as students came away with very different experiences in Advisory depending on their teacher, teachers also came away with different perception of effectiveness due to the unique way he or she led Advisory.

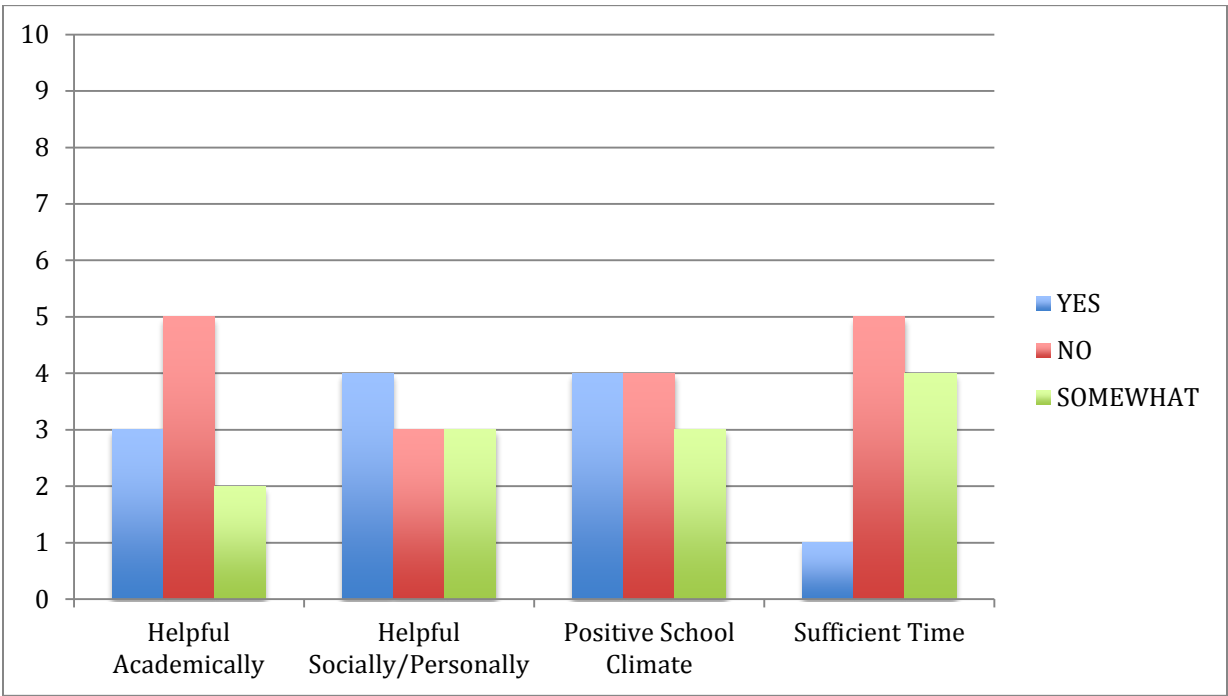


Figure 5. Teacher responses to pre-assessment survey regarding weekly advisory program.

The data I collected from students using the post-assessment survey at the end of the research period showed that most students’ surveyed (80.9%) are finding that the daily Homebase program is helpful to them so far in improving their academic performance. Most (90.4%) also reported that Homebase has been helpful to them socially/personally so far, and 85.7% feel that Homebase has

improved our school climate. Almost all students surveyed responded that 20 minutes every day is sufficient time to connect and receive academic/social support.

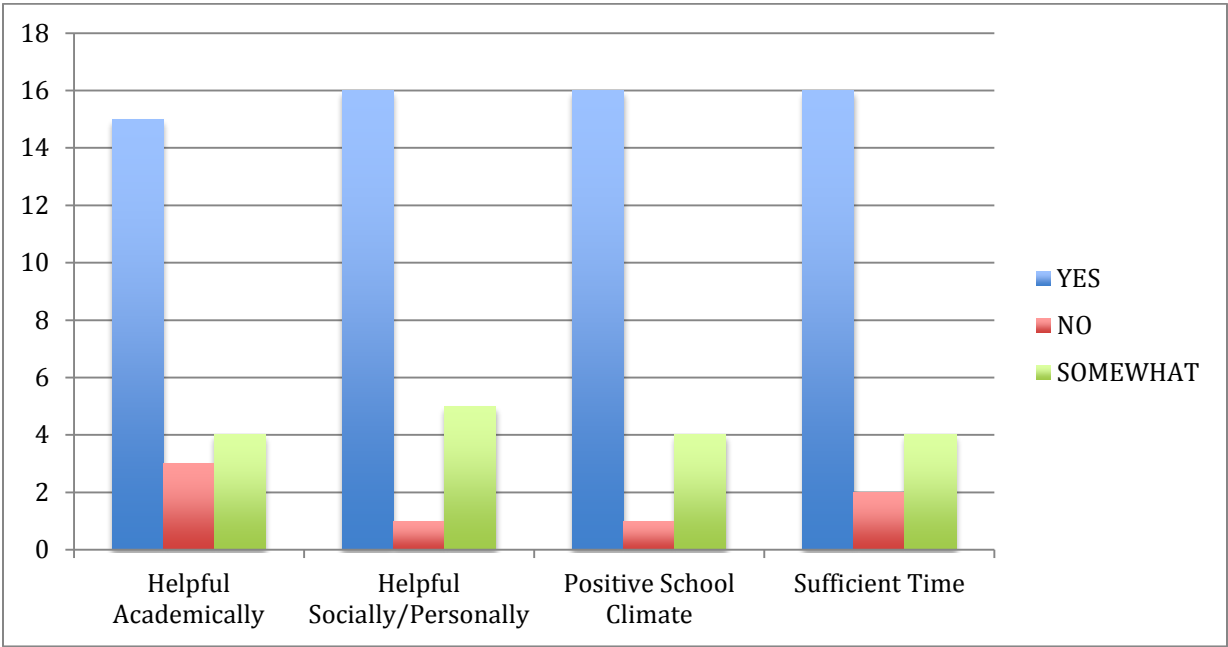


Figure 6. Student responses to post-assessment survey regarding daily Homebase program.

At the end of my research period, participating teachers took the post-assessment sharing their views of the effects of daily Homebase on student achievement and personal support, which all affect school climate. The results showed that all teachers who participated in my research process felt that daily Homebase was effective in connecting to their students, forming a classroom community of belonging, and supporting students academically. One teacher wrote, “Last year [having the weekly Advisory program] I was still learning students’ names, but now I know these students well since we connect each day with them.” Another commented, “[We] should definitely continue to have

Homebase every day. [It is] good for students and teachers.”

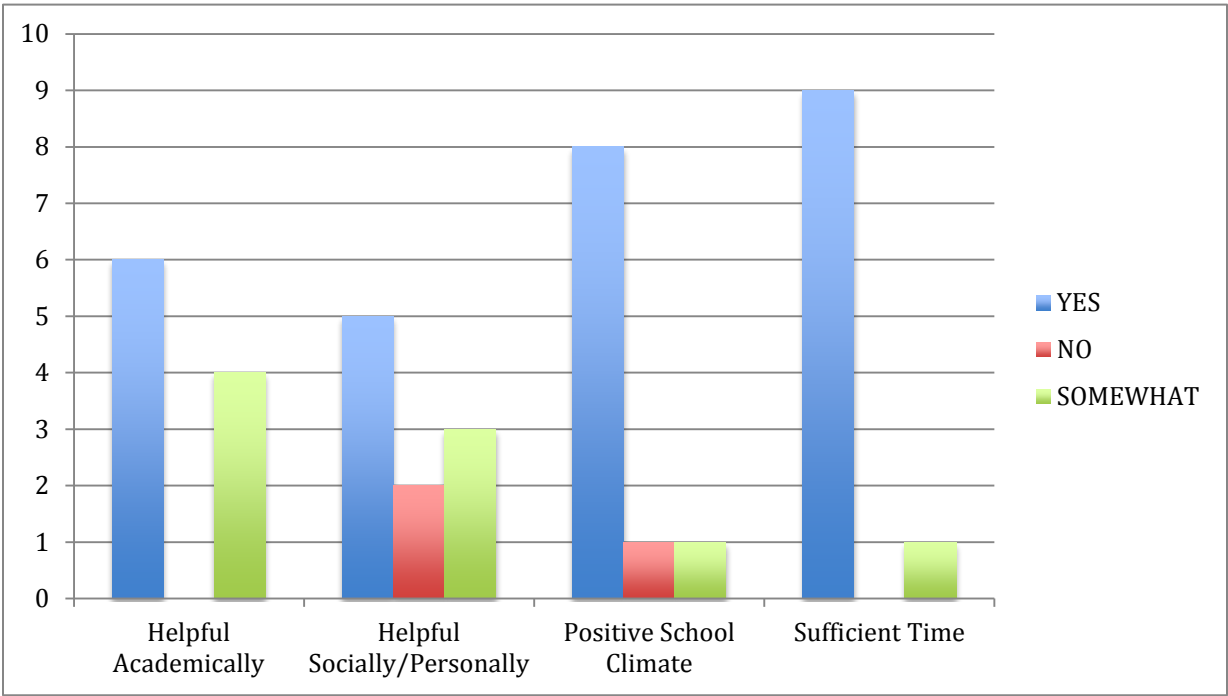


Figure 7. Teacher responses to post-assessment survey regarding daily Homebase program.

Discussion

After conducting my action research and collecting both quantitative and qualitative data, I have found both positive and constructive information that will shape my practice as an educator. There were significant improvements noted in student achievement due in part to having the academic support of daily Homebase, based on the results of student surveys. This suggests that with continued focus on academic strategies, organization routines, and guidance from advisors, students will continue to show progress in their academic achievement.

Based on these findings, I plan to recommend to the Homebase committee that more suggestions and plans be developed and communicated to teachers to utilize during Homebase on the designated academic/homework days. After considering the grade comparisons as well as input from teachers and students

about how daily Homebase has impacted academic achievement, it is considerably evident that the daily Homebase program should continue, and that lessons and activities used to support academics should continue to be refined.

Based on the data I have collected surrounding the area of school climate and students' feelings of belonging, it is clear that students feel more comfortable with their classmates and advisor having more time devoted to the daily Homebase program than last year's weekly Advisory program. This suggests that with a daily Homebase program, the majority of students feel as though they can share ideas and concerns with their Homebase group. Most students also report they can go to their advisor with academic and/or social issues, and trust that they are listened to and supported by a caring adult. These results are pleasing to our school staff, as having students feel they have at least one teacher they can go to for academic or personal support is part of our School Improvement Plan (SIP).

Furthermore, as previously mentioned, the results from the AMLE survey given at the end of last academic year showed that there were improvements to be made in the area of student advocacy and advising. The daily Homebase program, possibly among other implementations within our school geared toward school climate, has greatly increased the number of students who can say they have at least one caring adult advocate.

Due to these results, time spent in Homebase devoted to team-building and developing positive peer relationships should continue, and if possible, grow with further activities and exercises that will support the familial atmosphere of Homebase. Students should continue to support their peers within their Homebase

class by improving their listening and problem solving skills, and learn to work together to create an environment that is suitable for sharing and positively supporting one another.

For increased peer support to occur, I plan to suggest to the Homebase committee that in addition to Thursdays being devoted to team-building games and activities, that there also be a planned activity each Friday for teachers to implement that will help to improve students abilities in supporting one another within the Homebase class. Examples of these activities might include an on-going Homebase competition with other classes where students in the same class must work together to achieve a goal, possible service-learning opportunities within the community, or exercises in problem solving. The goal of these activities would be to garner student enthusiasm and positivity within their Homebase class.

In addition to furthering students' skills in working as a team and listening to one another, teachers should receive more advisor training to develop their own skills in being student advocates. It is imperative, given the time in our daily schedule through Homebase to monitor student achievement and support students both academically and personally, that this time is used by teachers to their utmost abilities as advocates for student success. Proper professional development is key in achieving even more positive results in this area, giving teachers confidence and capability in being a listening ear and advocating voice for their advisees.

Given the results of my action research on the effects of a daily Homebase program in middle school, I am encouraged and assured that the daily Homebase

program should continue. The opportunity that we have as teachers and advisors to see our small group of students each and every day of the school year is one that we should use for maximum student benefit.

Because the daily Homebase program has fostered favorable results for students, staff, and school climate, I am interested in tweaking and improving Homebase next year to take these results even further. There is a potential future action research investigation I would like to implement once we have a year of daily Homebase under our belt: the use of service learning within Homebase. A service learning component within Homebase would allow us to measure how giving time and energy to others in our community could serve to create cohesiveness within a Homebase class. Beginning next year, I would propose that Fridays be devoted to team building through service learning in the community, teaching students to give their time and energy to others for the common good. My prediction is that with service learning as a key component to the Homebase program, the benefits of academic achievement, student support, and improved school climate would increase.

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Appedix A

Student Pre-Assessment Name: _____

On a scale of 1 (totally disagree) to 5 (totally agree), rate your response to these questions.

1. Last year in 7th grade, Advisory was helpful to me academically.

1 2 3 4 5
2. Last year in 7th grade, Advisory was helpful to me socially/emotionally.

1 2 3 4 5
3. Last year in 7th grade, I felt there was a positive school climate.

1 2 3 4 5
4. Last year, I felt I could go to my advisory teacher with concerns, both academic and social/personal, and receive support.

1 2 3 4 5
5. Last year, I felt the once-a-week advisory class was often enough.

1 2 3 4 5
6. I am looking forward to having advisory every day this year.

1 2 3 4 5

Any other comments you'd like to share about Advisory last year:

Appendix B

Teacher Pre-Assessment Name: _____

On a scale of 1 (totally disagree) to 5 (totally agree), rate your response to these questions.

1. Last year, weekly Advisory was helpful to students academically.

1 2 3 4 5

2. Last year, weekly Advisory was helpful to students socially/emotionally.

1 2 3 4 5

3. Last year, I feel there was a positive school climate.

1 2 3 4 5

4. Last year, my Advisory students seemed comfortable coming to me with concerns, both academic and social/personal.

1 2 3 4 5

5. Last year, I felt the once-a-week advisory class was often enough.

1 2 3 4 5

6. I am looking forward to having advisory once a day this year.

1 2 3 4 5

Any other comments you'd like to share about your thoughts on weekly Advisory last year:

Appendix C

Student Post-Assessment Name: _____

On a scale of 1 (totally disagree) to 5 (totally agree), rate your response to these questions.

1. Daily Homebase has impacted my academic achievement in a positive way.

1 2 3 4 5

2. Daily Homebase has impacted my personal growth/character in a positive way.

1 2 3 4 5

3. Daily Homebase has affected our schools’ climate in a positive way.

1 2 3 4 5

4. I feel I am able to identify a caring, supportive staff member here at Lake that I can go to for academic or social/personal concerns.

1 2 3 4 5

5. I prefer the once-a-day Homebase program over the once-a-week Advisory from last year.

1 2 3 4 5

6. I am looking forward to/feel positively about continuing the daily Homebase program.

1 2 3 4 5

Any other comments you’d like to share (all responses are confidential):

Appendix D

Teacher Post-Assessment Name: _____

On a scale of 1 (totally disagree) to 5 (totally agree), rate your response to these questions.

1. Daily Homebase has impacted my students’ academic achievement in a positive way.

1 2 3 4 5
2. Daily Homebase has impacted my students’ personal growth/character in a positive way.

1 2 3 4 5
3. Daily Homebase has affected our schools’ climate in a positive way.

1 2 3 4 5
4. Daily Homebase is successfully supporting our SIP goal of having each student be able to identify a caring, supportive staff member.

1 2 3 4 5
5. I feel the daily Homebase program is overall more effective than the weekly Advisory was last year.

1 2 3 4 5
6. I am looking forward to/feel positively about continuing the daily Homebase program.

1 2 3 4 5

Any other comments you’d like to share (all responses are confidential):